DOCUMENT RESUME

ED 285 991 CE 048 230

AUTHOR Gaudy, Teresita E.
TITLE Second Phase of an Experimental Project To Help Single Parents and Displaced Homemakers with Their Attitudinal, Behavioral Changes and Vocational Guidance. Final Report from September 9, 1986 to June 30, 1987.
INSTITUTION Miami-Dade Community Coll., FL. South Campus.
SPONS AGENCY Florida State Dept. of Education, Tallahassee. Div. of Vocational, Adult, and Community Education.
PUB DATE 30 Jun 87
NOTE 31p.; Project No. DVE 15160 6-2 D05.
PUB TYPE Reports - Descriptive (141)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Adult Education; *Adult Programs; Attitude Change; *Career Education; Career Guidance; *Displaced Homemakers; Females; *Job Training; Nontraditional Education; *One Parent Family; *Womens Education

ABSTRACT

A program was designed at Miami-Dade Community College (South Campus) to meet the educational needs and interests of single parents/displaced homemakers by providing recruitment, counseling, financial aid referrals, job placement referrals, and career selection assistance. Nontraditional vocational and occupational programs were emphasized. During the second phase, 60 students were recruited; they then underwent a referral process according to their individual needs. Assistance was also provided in finding these types of services: financial assistance, medical assistance, and child care. An overall orientation helped restructure students' vocational patterns in order to enhance their academic perspectives. Students were advised by the director; sent to CHOICES, a computer career assessment service; or started their programs immediately. Some students were placed in employment without finishing their educational programs. Retention activities and child care services could not be accomplished. (Supplementary and appendix materials include project objectives, project correspondence and forms, brochures, news media and advertisements, press releases, and television video scripts.) (YLB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED285991

FINAL REPORT

Project No. DVE 15160 6-2 D05

From SEPTEMBER 9, 1986 to JUNE 30, 1987

Second phase of an experimental project to help Single Parents and Displaced Homemakers with their attitudinal, behavioral changes and vocational guidance.

MIAMI-DADE COMMUNITY COLLEGE

SOUTH CAMPUS

Occupational Education Division

11011 SW 104th Street

Miami, Florida 33176

Teresita E. Gaudy

The project reported herein was conducted pursuant to a grant from the Division of Vocational Education, Florida Department of Education. Contractors undertaking such projects are encouraged to express freely their professional judgements in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent the official position or policy of the Florida Department of Education.

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

J D Mills

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

CE048230

BEST COPY AVAILABLE

CONTENTS

PREFACE OR ACKNOWLEDGMENTS.....iii

INTRODUCTORY SECTION

ABSTRACT I
INTRODUCTION II
METHODS III

FINDINGS AND ANALYSIS

RESULTS AND FINDINGS V

CONCLUSIONS AND RECOMMENDATIONS VIII

SUPPLEMENTARY AND APPENDIX MATERIALS

PROJECT OBJECTIVES X
STUDENT STATISTICAL FORM AND TELEPHONE LOG..... XI
MEMO SENT TO STUDENTS XII
LETTER SENT TO STUDENTS XIII
BROCHURE XIV
NEWS MEDIA AND ADVERTISEMENTS XV
PRESS RELEASE-RADIO (SPANISH) XVI
PRESS RELEASE-RADIO (ENGLISH) XVII
PRESS RELEASE-NEWSPAPERS AND MAGAZINES (SPANISH)... XVIII
PRESS RELEASE-NEWSPAPERS AND MAGAZINES (ENGLISH)... XIX
TELEVISION VIDEO SCRIPT (ENGLISH) XX
TELEVISION VIDEO SCRIPT (SPANISH) XXI

PREFACE OR ACKNOWLEDGEMENTS

Having entered the second phase of this project in September 9, 1986, just two months later than planned, we must say the accomplishments have been larger than anticipated. We missed the most important time in recruiting terms, thus eliminating the opportunity of recruiting a larger number of single parents/displaced homemakers.

We said last year in this same section..."Pioneering a project like this is a time consuming task, yet the achievements are noteworthy. It was done professionally, but eagerly, because of the belief in human feelings as well as statistical numbers..." We confirm proudly that this observation still stands for all of us, since these feelings have not hindered the quality or sensibility of this project. There are still some barriers to overcome or simplify such as attitudinal behaviors or economical but most important is the ideal new woman that has emerged from this project during the second phase. There is a new sense of orientation, worthwhile, capacity and maturity. They no longer must accept submission or a "waiting for destiny" passive behavior since there are new roads and new lights.

The feeling of self accomplishment has increased thanks to a more self confident behavior in general. Women must not be downgraded to a welfare system if it can be avoided with appropriate education and willpower to rise from the ashes of poverty. They know now there's hope and at the end of the tunnel there is the end of the rainbow but not the end of their lives. Misery has been eliminated from their dictionary ... they have found the correct interpretation of some words such as: society approval, education, self improvement and greater freedom, thanks to the new independence gained thru vocational careers coupled with insight of their new role in the world.

We would like to mention the names of some persons that have helped the project with their enthusiasm, cooperation and support. To all of them, our endless gratitude for paving the way of these needed, yet forgotten for years citizens...
Rudy Williams...who believes in women's capacities and gave the best of himself; Patricia Freeman...who went beyond her normal duties as secretary and gave us her strenght; Gloria Correa...whose assistance was always spontaneous and good willed; Dorothy Palermo, for her understanding and willingness to share her staff with us; Linda Walters ...for the silent voice that cheered this project; Robert McKee... for his cooperation at all times; Steffi Durnberg and Tom Stewart from Registrar offices whose computer skills proved to be key factors in gathering data; Marta Montes...from Financial Aid offices, for the human bondage that helped to create a warm climate for our students; Jane Mangrum, Billie Tomlin and Pat Hodges, from Office Technology for their referrals and assistance with correspondence composition.

PREFACE cont.

To Oscar Larrauri, Architecture chairperson; Janice Patterson, Fashion chairperson; John Pistorino, Engineering chairperson; Robert Stearns, Criminal Justice chairperson; Phillip Mills, Business chairperson; Bruce De Sautel, Business Data Processing and Computer Programming chairperson; Carmen Raby, Homestead Center Assistant Director; Eric Gonzalez, Air Force Base Center Assistant Director; Anthony de la Luz, W.R. Thomas Center Director; Emerald Jackson, Richmond Heights Center Director and Pilar Benitez, Interior Design chairperson for their co-operation with the materials distribution.

To Shirley Gribble, Graphics Director, for her valuable assistance with the propaganda and brochures printing; Johnny Mac Allen and Shirley Brockschmidt from Marketing and News Media Relations, for their great assistance in providing coverage in almost all on and off campus news medias; Mary Walker, Associate Dean, who always answered when we needed her; and Louis Castaneda from Audio Visual for his assistance with the video production.

To Tomas Garcia Fuste, WQBA Radio Station News Director, whose programs dedicated to this project were a total success; Aleida Leal, WQBA Public Services Director for the free spots; Maria Antonia Lleret, WQBA News Director's secretary for the program's schedules; Ricardo Jorge, WRHC Radio Station Public Services Director for the free spots; Ninoska Perez, WRHC moderator for the radio program that attracted a lot of calls; Arnaldo de la Rosa, Radio Mambi's Public Services Director for the free spots; and Steve Morales from KISS-FM for the free spots.

To Lori Josephson, South Dade News Leader staff writer, for her article; Demetrio Perez, from El Matancero Libre ; Armando Garcia Sifredo from La Nacion; Gabriel Orozco de Alcover from El Ex Preso; Luis Mario Gonzalez from Diario de las Americas (the most read spanish newspaper in town); and Luciano Garcia for the interview in "Habla la Juventud" (Youth Speakers)...

And to all those unnamed persons who have contributed with this project like soldiers with a common cause...thanks, and thanks again.

ABSTRACT

Because we knew there was a continual increasing influx of single parents/ displaced homemakers households and because we also knew that many of these persons had no marketable job skills or job readiness but their goals were varying from learning coping strategies for their changing lifestyles to retraining for career mobility, this project was created in South Campus.

The population was here and their availability was tested. This was learned with a pilot project much before this project started; therefore, after the situation was assessed, our program tried specifically to meet the educational needs and interests of these single parents/ displaced homemakers by providing recruitment, counseling, financial aid referrals, job placement referrals and career selection assistance, with an emphasis on non-traditional vocational and occupational programs.

Bias and stereotyping was reduced by focusing on the appropriateness and availability of non-traditional vocations and occupations, a vocational education free of constraints of traditional norms and stereotypes and counseling. It's amazing how stereotyping is changing nowadays! These students selected Architecture, Criminal Justice, Business, etc, instead of the traditional teachers, nurses and secretaries...This means they are breaking those old fashioned boundaries with a new sense of boldness and daring that are the marking stepstones for the new generation of conscious and updated minds.

We tried to provide the means to change this undesirable pattern of unskilled persons, giving them the opportunity to get out of a rut and start a new life with the motivation of obtaining marketable skills in a near future, which could lead to steady jobs, economical independence and freedom from welfare. A larger number of participants have responded during the project's second phase, in spite of the late starting last September. These students, we are glad to report, account mostly for minorities such as: women, blacks, hispanics, single parents/displaced homemakers and handicapps.

INTRODUCTION

We will attempt to describe the results obtained during the eight months this second phase lasted. First, we have to make clear that the academic year usually starts the third week of August. This means that during the months of June, July and the first weeks of August, recruitment activities become priority number one, since Pell Grant applications and other more take at least six weeks to be processed out of this state and this population has no economical resources to study on their own. In addition, the students need time to take the Basic Skills Test, seek academic advisement, register for classes and obtain the educational materials.

Since we started late, in September 9, we had to recruit participants for the following term (Winter), thus diminishing the opportunity of enrolling a greater number of single parents/displaced homemakers; however, this report will demonstrate the number of contacts made, participants recruited, categories, vocational areas selected, minority data and other relevant information. We also have some specific recommendations in order to provide a better service in the future. Our final findings can not be drastically final, since changes and modifications are still possible given the circumstances and constraints impossed to this population. Therefore, figures, evaluation and other pertinent data may be subject to change due to the reasons mentioned above.

We already know the circumstances that made possible this project in Miami Dade Community College, South Campus; therefore it is not necessary to repeat the story again. The recruitment activities were about the same with a little difference. This time, the project was housed in the Occupational Education Division, which is the base of vocational areas such as: Architecture, Business Administration, Accounting, Marketing, Business Data Processing and Computer Programming, Fashion, Engineering, Criminal Justice Administration and much more.

This transfer worked well because it made the recruitment process smoother and easier. The former staff of Transition Center as well as other divisions cooperated with the referral process while we had an excellent assistance with the Marketing and News Media Division in advertising and spreading the project's information off campus. This coupled with the fact that the Project Director is journalist in Spanish and has access to the spanish news medias in this area helped to integrate an excellent team which was essential to obtain publicity.

We had referrals coming from several sources;

1) The college itself with its Admissions office, Financial Aid office, Academic Advisement and other divisions and departments.

2) Social Services agencies referred participants.

3) Govern ent agencies and legislators also referred participants.

4) The news media sources such as radio, television and newspapers (English and Spanish) attracted potential clients. A 30 seconds video was aired in the main spanish and english TV stations.

5) Our own participants spreaded the voice.

All this was free of charges. The news medias Public Services Directors cooperated with this effort.

Once the potential student was identified, a referral process began according to his/her needs. Almost all of them had to start with Registrar and Financial Aid (it is amazing how these potential students are not aware of the Fiancial Aid services available nowadays). Then, after taking the Basic Skills Test (mandatory), a counselor advised them. During this process they needed other services such as: financial assistance (Food Stamps, AFDC, Social Security, etc.); medical assistance (they were referred to social services agencies that provide these services); and child care.

This last has been the most troubling referral area since there are no such services on a free basis in all Dade County, only a few agencies provide this services with a slide scale fee, which these students can not afford to pay even in that easier and convenient way.

After the referral process was completed, the students came back to the VEOG Director, who verified the student's status and then proceeded with an overall orientation which included help in restructuring their vocational pattern in order to enhance their academic perspectives. They were then advised either by the VEOG Director or sent to CHOICES, a computer career assessment services (free of charge too) while others who were certain of their programs started immediately with no hiatus or waiting time.

To date, almost all objectives including number 5 of the project have been reached and even though our participants have not finished their vocational education and training, we can be proud of our achievements since some participants have been referred to different employment sources and much to our satisfaction, they have been placed not as student assistants but as regular employees, some on a part time basis and others full time. As a matter of fact, a few of them are already working here in this college while others are in private organizations.

One of the steps, retention activities, couldn't be done, because these students have conflicting scheduleswith varying shifts (work, study, children, home, etc.); however, when they had a problem, they knew they could visit the VEOG Director for counseling and guidance. Another objective, child care award services, couldn't be accomplished since there were no child care awards this year (it was financed by the college foundation last year); but we hope by next year it will be possible to offer something similar if not the same.

Each of these objectives were carefully planned and those that were not equally important were reviewed in order to find an appropriate substitute that could match it. Statistical forms were utilized in gathering pertinent data (see Appendices page) with the introduction of a new telephone calls log. Additionally, an individual file was kept for each student. The format of these reporting forms had a few changes to coincide with additional needed information.

RESULTS AND FINDINGS

We have received 866 calls since we started this project last September. During these 8 months, the 866 calls yielded the following results:

586 were requesting information about the VEOG; other kind of assistance (jobs); scholarships for their children; attempts to enter in the project even though they were not eligible; attempts to get scholarships to study English or a career in Spanish; attempts to obtain services for handicapps even though they were not students. All of them were referred to appropriate centers when we could furnish the information requested.

280 were contacted throughly by telephone; 105 were eligible for the project; however,10 of them had personal problems (conflicting schedules, sick relatives, handicapped children or relatives, etc); 10 quit since it required sacrifices, time, strenght and will power (some did not want to risk Food Stamps, or other kind of assistance and preferred to continue their lives as usual; 5 were referred to other centers (MDCC) or campuses;10 were lost due to lack of child care (and we may lose more if we do not find an answer for this troubling problem), lack of transportation (some lived near this area but needed time and to take 2 or 3 buses to reach school) or a combination of both at the same time; 5 couldn't cope with the pressure since they were moonlighting with 2 or 3 jobs (one of the participants had 3 jobs and 4 kids) besides taking care of their children.

This leaves us with 60 new active participants for the fiscal year of 1987. All 60 are females and mostly are single parents. Usually there was a combination of single parents/displaced homemakers at the same time. That is, they fitted both categories simultaneously. 5 are displaced homemakers only and 2 of them are over 55 years old.

We said last year..."This means the groups that are being worked with, are not the ones usually pictured when thinking of "single parents". They are not teenagers or pregnant teenagers. They are older, mature women who are defying society's cliches and venturing themselves into new territory. And the larger number of these bold ones are hispanic. What does this mean? Perhaps, there is a boundary line that is now becoming too old fashioned. Many hispanic women raised in the old school of marital martyrdom are beginning to break the last barriers in order to have a brighter future for their children and themselves. No more fear of "machismo" (the man is the boss) and its consequences. The answer here is acculturation. These women have integrated themselves into the American way of life, thus accepting the new mores, values and beliefs.

RESULTS AND ...cont.

"However, there is still something that shows their intimate fear of venturing into a foreign area...many of these women have chosen classic career fields..."

We are glad to report that this paragraph must be changed this year! There is a turn of the page, a new outcoming this year...somehow, there has been a slowly but definite change in their traditional attitudes... they are no longer venturing into the same classic career fields. This year only 3 have chosen Nursing and 5, Office Technology.

The 60 participants made their vocational decisions as follows:

Four selected Accounting
One selected Architecture
Eight selected Business Administration
Thirteen selected Business Data Processing
One selected Communications
Two selected Criminal Justice Administration
Three selected Early Childhood Teacher Assistant
Four selected Fashion Design and Merchandising
One selected Medical Records Technician
Three selected Nursing
Five selected Office Technology
Two selected Physical Therapist
Thirteen selected to be classified Undecided

Those who selected Undecided did so because they wanted to explore other possibilities in non-traditional careers with the assistance of academic counselors and computerized career selection services.

Even those undecided said it in their own words..."I do not want to follow an specific path designed for me, just because I am a woman. I want to venture into a new area, perhaps more sophisticated but in accordance with my personal preferences irregardless of its usual classification for males or females, young or adult..."

Indeed, they are going further and in doing so, initiating a new trend for this decade. Their ages reveal a significant deviation from the traditional student. Their ages breakdown would be as follows:

From 19 to 35 years old there are 35
From 36 to 45 years old there are 20
From 46 to 54 years old there are 3
From 55 and over, there are..... 2

Fifty five of them were single parents, some of them displaced homemakers at the same time, while five were displaced homemakers only.

Their ethnic composition would be as follows:

Forty hispanics
Eleven anglos
Nine blacks

The number of dependent children per family are about the same, with the exception of two single parents; one having seven (7) children and the other four (4). Otherwise, the pattern remains as it was, the same. Blacks have the highest number of children followed by hispanics and anglos.

Broader education and family planning information is still a "must" to assist this population in order to reduce the increasing number of unwanted pregnancies that like in the past, are still accepted once the "possibility" became a reality. There is no need to have a high rate of births when these can be reduced with proper education and plannification. It is commonly assumed that women are "babies factories" rather than independent entities with rights and decision making power. We are improving this, but the progress is still slow. We are not talking about abortion, but education, preventive education on human sexuality and family planning in order to decrease these alarming figures.

CONCLUSIONS AND RECOMMENDATIONS

These conclusions, statistically speaking, demonstrate an increase of 60 % over last year recruitments, keeping in mind that we worked with this project only eight months. Now, we not only doubled the number of applicants, but also added half of the number recruited last year within an additional two months.

It is sad to notice the increasing number of single parents with a lack of educational background or marketable skills. And more sad, the uniform continuity of this situation's acceptance from one family to another, one generation to next. Certain odd notions such as machism supremacy, stereotyping careers and jobs or passive conformity with destiny or fate must be eliminated if this society wants to reduce the high rate of unwanted pregnancies and unemployment.

We can not raise our expectations for a better world without the joint effort of all organizations and agencies. Here are the recommendations for this year, based on our experiences during the last eight months. Some of them were stated the first year and should remain for this year also, while others are new...

1. More human sexuality education and family planning should be provided in the high school years

2. A more broader education about self-fulfillment, personal growth and family must be provided before entering college.

3. A special curriculum or series of workshops about professional development should be provided at all educational levels.

4. Those predominant areas of black and hispanic population must be given non-bias, non stereotyping educational materials,in order to help them visualize their professional life with higher goals, instead of self-limiting, biased stereotypical molds.

5. A closer and better coordination should exist among different departments or divisions located in the regional offices or central in order to provide a better service to counties.

6. Certain OJT programs should be more realistic with their plans, since some participants can not make arrangements to lead a life style for 3 or 5 months while being trained, only to be laid off and start all over again two or three months later in another training area.

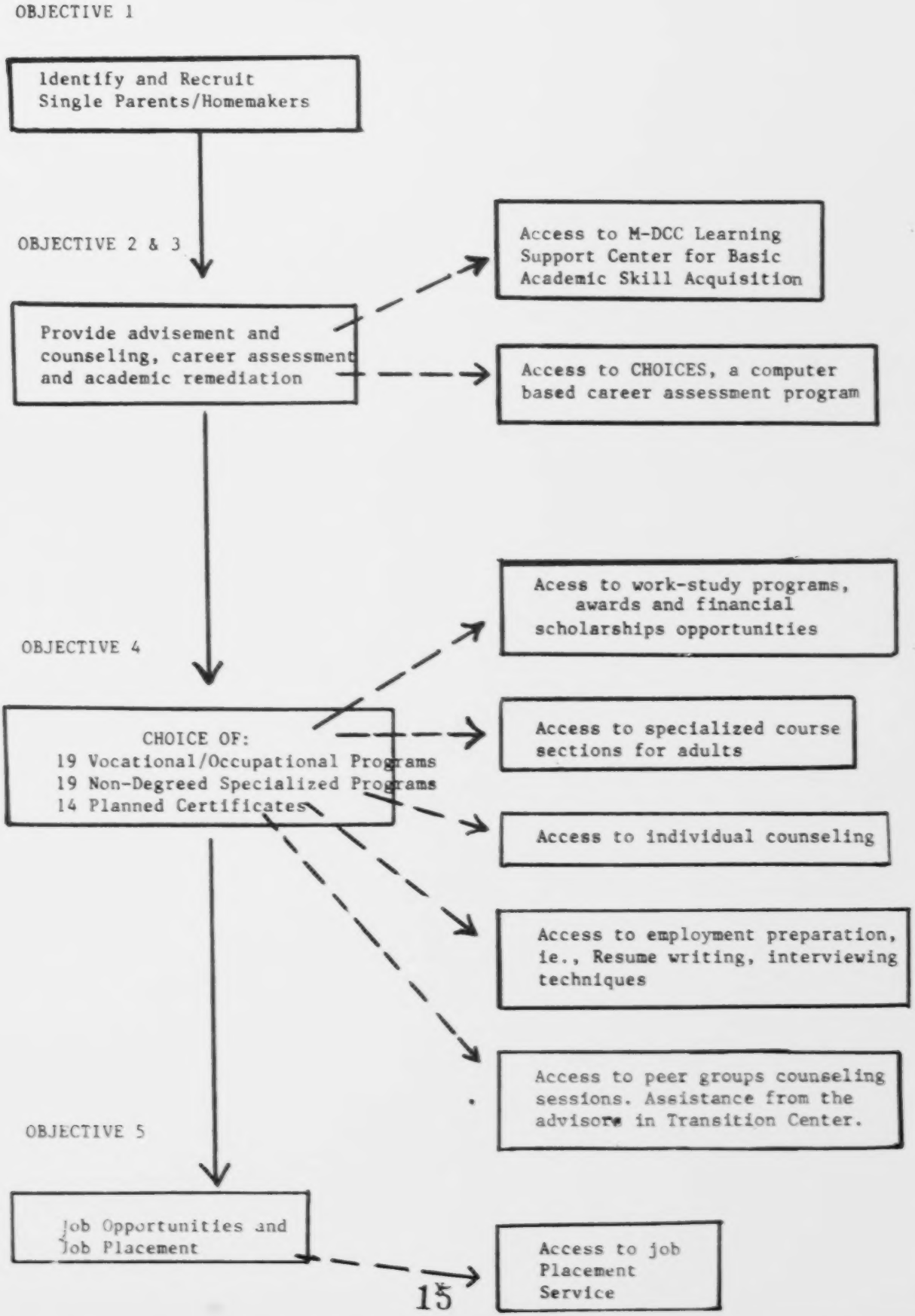
7. Child care services problem should be considered top priority in order to help these minorities, since they can not work or study without these services. Somebody must do it, somewhere it has to start...but where is the money for this?

8. Transportation problems can not and must not be overlooked. Senior citizens have been helped with this, but SP/DH are facing a severe economical situation and can not afford to buy a booklet of reduced bus passes. Car pool is not the answer to this problem, because the students have different schedules.

9. More psychological attention must be provided to these persons who develop a dependency on another to survive or make decisions. Social service agencies must pay attention to this, since these women have created a pattern of thoughts that lead to the erroneous assumption that women must depend on men to study, select a career, live on welfare, etc. How about strategic education to targeted population?

10. Men should be educated also, since their attitudes sometimes lead to this situation, specifically in areas concerning women abilities, careers, sexuality and their perception of today's women's roles.

PROJECT OBJECTIVES


OBJECTIVE 1
Identify and Recruit Single Parents/Homemakers
OBJECTIVE 2 & 3
Provide advisement and counseling, career assessment and academic remediation
Access to M-DCC Learning Support Center for Basic Academic Skill Acquisition
Access to CHOICES, a computer based career assessment program
OBJECTIVE 4
CHOICE OF:
19 Vocational/Occupational Programs
19 Non-Degreed Specialized Programs
14 Planned Certificates
Acess to work-study programs, awards and financial scholarships opportunities
Access to specialized course sections for adults
Access to individual counseling
Access to employment preparation, ie., Resume writing, interviewing techniques
Access to peer groups counseling sessions. Assistance from the advisors in Transition Center.
OBJECTIVE 5
Job Opportunities and Job Placement
Access to job Placement Service

V.E.O.G. STATISTICAL REPORT

NAME	STUDENT NUMBER	ETHNIC GROUP	AGE	SEX	S.P./H. STATUS	SERVICES PROVIDED	# CREDITS/ CLASSES	VOCATIONAL AREA	COMMENT

IX XI

TELEPHONE DATA LOG

DATE	CALLS	SERVICES REQUESTED	SERVICES PROVIDED	COMMENTS

MIAMI-DADE
COMMUNITY COLLEGE

Number one in America.

TO: Single Parents/Displaced Homemakers

FROM: Teresita E. Gaudy

SUBJECT: Vocational Education Opportunity Project

The Vocational Education Opportunity Project is currently operating on this campus, for students that fit into the category of Single Parents/Displaced Homemakers.

This project offers several services completely free of charges that may benefit and help you. For further information, please contact me at 347-2497. I will be on campus, Monday thru Friday, in Building 6, Room 6306-29.

MIAMI-DADE COMMUNITY COLLEGE/South Campus, 11011 S.W. 104 Street, Miami, Florida 33176

Dear Friend:

Let me ask you some questions...
Are you planning to attend college next term? Did you drop some classes or all of them this semester? Do you want to enroll but are still undecided about your future objectives? Do you feel the pressure of time, family and home duties, job problems and college paperwork?

If you have answered yes to any of these questions, then I may help you. Why? How? Because when I entered college I experienced the same emotional reactions you may have now.

Being a single parent, homemaker, student and breadwinner at the same time is a conflicting situation and during this transition, some need certain personalized assistance according to each case. Because I have been there, I can assure you the goals we want to achieve are not impossible, yet it takes a lot of self discipline, patience, understanding, help from all possible sources and more.

I want to help you not only with words, but with real and positive action. The Vocational Education Opportunity Grant was designed to help students like you and me. There are a lot of services available to all those who qualify or request them but only a few know it.

The Vocational Education Division offers these services through its new Vocational Education Opportunity Grant. Believe me, we provide help, hope and services, all free of charge. Why? Because we care about you!

For further information, please contact me at 347-2497. I'll also be on campus, Monday thru Friday in Building 6, Room 6306-29.

Sincerely,

Teresita E. Gaudy

Teresita E. Gaudy
Project Director
Vocational Education
Opportunity Grant

Miami-Dade is an equal opportunity community college and does not discriminate on the basis of handicap

SINGLE PARENT – DISPLACED HOMEMAKER

Struggling alone?
There is help.

Miami-Dade
COMMUNITY COLLEGE
Number one in America.

You may qualify for the Vocational Educational Opportunity Project if you...

- Are single parent, head of household
- Are currently enrolled in A.S. degree program or planning to enter or re-enter into the Vocational/Occupational School.
- Have worked in the home providing unpaid household services for family members and are currently household.
- Have been dependent on the income of another family member but are no longer supported by such income due to divorce, separation, death of spouse and planning to enter or re-enter in the Occupational/Vocational School.

In this program offered by the Occupational Education Division, you will receive help in:

- Setting professional or paraprofessional goals.
- Choosing a career.
- Learning about ongoing college and community resources and services.
- Financial Aid referrals.
- Disabled student services.
- Supportive learning skills.
- Peer group and counseling.
- Workshops and seminars.
- Job placement referrals.

For further information, visit the Occupational Education Division located in Building 6, Room 6306-29 or call at 347-2497.

Miami-Dade Community College
South Campus
11011 S.W. 104 Street
Miami, Florida 33176

V.E.O.

347-2497

Occupational Education Division 63
Miami-Dade Community College, South
11011 SW 104th Street
Miami, Florida 33176-3393

Non-Profit
Organization
U.S. Postage
PAID
Miami, FL
Permit 315

24

M-DCC DISTRICT BOARD OF TRUSTEES
Daniel K. Gill, Chairman; Garth C. Reeves, Sr., Vice Chairman
Dr. Ileana L. Pita, Arva Moore Parks, Martin Fine
Walter L. Revell, Jose Antonio Alvarado
College President: Robert H. McCabe

Miami-Dade is an equal access/equal opportunity community college and does not discriminate on the basis of handicap in compliance with the Rehabilitation Act, Section 504. The collegewide coordinator for compliance is the Director of Minority Affairs and Equity Programs.

Pág.6-B DIARIO LAS AMERICAS

Habla la Juventud

por LUCIANO GARCIA

Dirige Teresita Gaudy en Dade un importante programa educacional

La experiencia de Teresita Gaudy por su labor en diferentes programas comunitarios, no hay duda que es muy importante para el programa que actualmente dirige en el South Campus del Miami Dade Community College.

"Este programa, llamado Vocational Education Opportunities Grant, está establecido aquí en el South Campus del Miami Dade Community College, gracias a fondos federales que a través del departamento educacional y vocacional del Estado de la Florida, han sido asignados a nuestro Campus, para el desarrollo de este importante programa", nos dice al inicio de la entrevista Teresita Gaudy.

TERESITA GAUDY

"El programa está dirigido a personas que tienen niños a su cuidado, ya sean madres o padres solteros, personas divorciadas o viudas, separadas, pero que tengan niños a su cuidado. Y el programa también está dirigido a mujeres que hasta el momento han sido amas de casa, nunca han trabajado en la calle o han pasado muchos años que no lo hacen, y ahora, por un motivo específico necesitan entrar al ámbito de vida laboral", nos señala Teresita Gaudy.

¿En qué consiste la ayuda del programa?

"La ayuda del programa consiste en orientar a estas personas a cómo optar por diferentes cursos de dos años, para los cuales no necesitan certificaciones de High School. Nosotros les orientamos para que puedan recibir ayuda financiera para estos estudios; un entrenamiento rápido para ir al mercado laboral, y muchas otras facilidades. Incluso, estamos a personas incapacitadas y las orientamos cómo conducir sus problemas para una colocación satisfactoria, aunque para este programa especialmente las personas deben tener menores a su cargo. Pero de todas maneras la orientación siempre la brindamos a las personas que acuden a nosotros. Si el problema no puede ser resuelto dentro de nuestro Campus, por todos los medios tratamos de dirigirlos al lugar indicado. Incluso, para los estudios, ayudamos a que encuentren la posibilidad de un hogar que les cuide los niños para que estudien a gusto", nos señala Teresita Gaudy.

"Las personas interesadas en esto y otros muy interesantes programas del College, pueden llamarnos al teléfono 347-2697 para orientarlos al respecto. Son muchos los beneficios que hay en el College y es importante que la comunidad los conozca", nos dijo para finalizar Teresita Gaudy, directora de dicho proyecto.

COMMUNITY NEWSPAPER
Wednesday, January 21, 1987—page 5

COMMUNITY HAPPENINGS

MDCC grants available for single parents

Miami-Dade Community College, South Campus is seeking qualified applicants for its Single Parents/Displaced Homemakers Project which will provide financial aid referrals and other free services.

To qualify, applicants must be a single parent, head of household; have worked in the home providing unpaid household services for family members; be currently enrolled in an Associates in Science degree program or planning to either enter, or re-enter into the M-DCC South Campus Vocational/Occupational study program; and, have been dependent on the income of another family member but are no longer supported by such income due to divorce, separation, or death of a spouse.

The Vocational Education Opportunity Grant will provide applicants help in supportive learning skills; job placement referrals; supportive learning skills counseling by peer groups; financial aid referrals; how to choose a career; and how to set professionals and paraprofessional goals.

Applicants are urged to call 347-2697 to obtain additional information.

The Vocational Education Opportunity Grant is a service of the Occupational Education Division of Miami-Dade Community College, South Campus.

Friday, June 19
The Miami News

vocational education opportunity grant

Living

Back to school

Single parents try it again

By LORI HOFFMAN
Staff Writer

SOUTH DADE — When Cindy Williams' husband died, leaving her with two young children and a 5-year-old stepdaughter to support, her salary as a cosmetologist wasn't enough to survive on.

"There is an abundance of single parents — those who are divorced, separated, widowed and widowed — who have children under three years and sometimes they must find a way to make ends meet.

Vocational opportunities is the term given to people who have been homemakers without receiving a salary for their services. They have not been able to enter the labor market after a divorce, separation or death of a spouse.

Recently Miami Dade Community College received a grant from federal funds to help single parents and displaced homemakers make a transition back into the school environment.

"Single parents work hard to take care of their children," said Teresita Gaudy, director of the Vocational Education opportunity project. "They're [illegible] a whole new life. [illegible] a single parent who [illegible] years old [illegible] her only employment [illegible] Florida [illegible] Gaudy [illegible] Diagle parents want to [illegible]

Williams found guidance at Miami Dade Community College. Talking with Gaudy gave her direction. "The program helps adults who are not sure what they want to do," Williams said. "Counseling really helps. It gives you a place to unload all."

After her husband died, 23-year-old Williams realized she just couldn't make it by her own.

"I decided to come back to school," she said. "The first term I felt as if I'd taken old there than I could there. The transition center was [illegible] to [illegible] Gaudy [illegible] Williams went through the same thing. She's responsible [illegible] with it."

Raising a single parent home [illegible] 20 minutes a day to [illegible] two daughters. Some [illegible] child her had to [illegible]

"I felt ashamed [illegible] to get the [illegible] ready for school."

She pours [illegible] Minerva [illegible] that her dad went to [illegible] [illegible] over from Cuba as the World [illegible]. She is now supported from her husband [illegible] to accompanying to make a [illegible] for herself and her 7-year-old son.

When Minerva heard Gaudy on a local radio station talking about the program she came for [illegible]

"I felt depressed when I first came to [illegible]," she said. "But I found [illegible]."

Minerva says she became [illegible] as a student and to [illegible] developed skills. [illegible] old and a work study [illegible] at the school assistant [illegible] to enter the education [illegible]

"People aren't aware of [illegible] said. "My baby students to find [illegible] are also [illegible]

And says that Minerva is a [illegible] [illegible] [illegible]

"It's important to me to study," she said. "I want to finish as much as possible."

When the vocational opportunity program first began Gaudy [illegible] over 100 single parents [illegible] [illegible] [illegible]

Miami-Dade Community College
PRESS RELEASE

Marketing/Media Relations
South Campus
11011 S.W. 104 Street
Miami, Florida 33176
(305) 347-2795, 347-2793

"¡ATENCIÓN! ¡PADRES SOLTEROS Y EX-AMAS DE CASA DESVALIDAS! ¡APROVECHEN LA OPORTUNIDAD DE MEJORAR SUS VIDAS CON UNA CARRERA PROFESIONAL!"

La División de Estudios Vocacionales de el Miami Dade Community College, ofrece servicios gratis a la comunidad con un programa para ayudar a los padres solteros y ex-amas de casa desvalidas que deseen tener un futuro mejor. Servicios tales como:consejos académicos, orientación vocacional, asistencia para obtener ayuda económica, laboratorios para aprender o mejorar el idioma inglés, asistencia para encontrar empleo y muchos más, se pueden obtener sin costo alguno.

Llame hoy mismo al 347-2497 para obtener información sobre estos servicios. No lo piense más! Llame al 347-2497 y cambie su vida!

Media contact: Teresita Gaudy 347-2497

Miami-Dade Community College

PUBLIC SERVICE ANNOUNCEMENT

Marketing/Media Relations
South Campus
11011 S.W. 104 Street
Miami, Florida 33176
(305) 347-2795 347-2293

NEW GRANT TO ASSIST SINGLE PARENTS AND DISPLACED HOMEMAKERS

September 19, 1986

START DATE: A.S.A.P.

STOP DATE: June 30, 1987

M-DCC, SOUTH CAMPUS OCCUPATIONAL
EDUCATION DIVISION, THROUGH ITS GRANT
'VOCATIONAL EDUCATION OPPORTUNITY,'
IS OFFERING SPECIAL SERVICES FOR
SINGLE PARENTES AND DISPLACED
HOMEMAKERS. . . CONTACT M-DCC
SOUTH CAMPUS FOR DETAILS

MEDIA CONTACT: Teresita E. Gaudy, 347-2497 or 347-2380

Miami-Dade Community College
PRESS RELEASE

Marketing/Media Relations
South Campus
11011 S.W. 104 Street
Miami, Florida 33176
(305) 347-2795, 347-2793

"OFRECE SERVICIOS GRATIS A LA COMUNIDAD EL MIAMI DADE COMMUNITY COLLEGE SITUADO EN EL CAMPO SUR."

La División de Estudios Vocacionales del Miami Dade Community College, situado en el campo Sur, ofrece servicios gratis a la comunidad con el programa Oportunidad de Estudios Vocacionales" para los padres solteros y ex-amas de casa que desean volver a estudiar o estudiar por primera ver.

Se entiende por padre o madre soltera, la persona soltera, separada, divorciada o viuda, que tenga hijos bajo su cuidado; y ex-amas de casa, aquellas personas que se dedicaron a las labores propias del hogar sin recibir salario alguno, pero ya no lo son, bien debido a separación, divorcio o viudez, y que,como consecuencia de este tipo de actividades, limitaron su potencial para entrar en el área laboral.

Este programa es un compendio de varios servicios tales como: orientación académica, charlas estudiantiles, información sobre asistencia financiera, servicio de computadoras para la seleccion de una carrera vocacional y otros más. Este programa orientará y proveerá los recursos necesarios para aquellas personas interesadas en las áreas vocacionales desde un punto de vista moderno.

Para obtener más información sobre estos servicios, llame a la División de Estudios Ocupacionales, telefono 347-2497

Media contact: Teresita E. Gaudy

Miami-Dade Community College
PRESS RELEASE

Marketing/Media Relations
South Campus
11011 S.W. 104 Street
Miami, Florida 33176
(305) 347-2795, 347-2793

"MIAMI DADE COMMUNITY COLLEGE, SOUTH CAMPUS' OCCUPATIONAL EDUCATION DIVISION MEETS COMMUNITY NEEDS WITH A GRANT".

The Occupational Education Division of Miami Dade Community College, South Campus, provides free community services with the Vocational Education Opportunity Grant for Single Parents/Displaced Homemakers.

Single parents are those single, separated, divorced or widow(er) persons that have children; displaced homemakers are those separated, single, divorced or widow(er) persons that have not been working, but suddenly need to enter the job market and do not have marketable skills.

This Grant provides several services such as orientation, peer groups support, financial aid referrals, computer services for career's selection, workshops, etc., in order to help the student to enter into the Occupational Education area..

For further information, please call the Occupation Education Division at 347-2497

Media contact: Teresita E. Gaudy

-VIDEO SCRIPT-

Occupational Education Division- Vocational Education Opportunity Grant

30 Seconds

AUDIO	VIDEO
Musical background (classical) Full...then fade out...	Actors: 1 man, 1 woman, 1 child (adults late thirties or early forties)
Narration:	Scenes:
You don't have to feel trapped in this situation...	Man worried, feeding a child; woman looking for an office job- show woman reading the newspaper, classified, clerical positions. When narrator starts, they stop what they're doing and listen...
The Occupational Education Division of Miami Dade Community College has a grant for persons like you: Single parents or displaced home makers who want to improve their lives. Learn about the opportunities ahead: counseling, financial aid referrals, orientation, support groups and more, completely free at Miami Dade Community College, South Campus...	Flash view of adult students in counseling or peer group activities, a student opening the door of Financial Aid offices, another studying something in the vocational area (fashion, architecture, etc.)
The Occupational Education Division, where adults are ageless for career opportunities...	Man and woman looking happy, books in hands, click their heels in the air.
Music full... fade out at end...	Sign Occupational Education Division Miami Dade Community College South Campus 11011 S.W. 104 Street Miami, Florida 33176 Telephone: 347-2497

-LIBRETO DE VIDEO-

Occupational Education Division- Vocational Education Opportunity Grant

30 Segundos

AUDIO	VIDEO
Fondo musical (musica clasica) luego... disminuyendo...	Actores: 1 hombre, 1 mujer, 1 nino (adultos cerca de los 30 o 40 ano
Narracion:	Escena:
Usted no tiene por que vivir asi...	Hombre preocupado, alimentando un nino; una mujer hojeando los clasificados del periodico. Se ve la pagina de los empleos en oficinas. Cuando el locutor comienza, los actores se detienen y escuchan...
La solucion esta en la Division de Estudios Vocacionales del Miami Dade Community College, Campo Sur, con el nuevo programa de Oportunidad de Estudios Vocacionales para padres solteros y ex-amas de casa; vea cuantos servicios consejos academicos, informacion sobre asistencia financiera, orientacion y muchos mas completamente gratis ..! En el Miami Dade Community College, Campo Sur. Acuda hoy mismo a la division donde los adultos no tienen edad para estudiar!	Tomas rapidas mostrando adultos en diferentes actividades como: adultos en grupos, un estudiante abriendo la puerta de las oficinas de asistencia financiera, otros estudiando cursos vocacionales como: diseno de modas, arquitectura, etc.
Musica de fondo...luego, disminuyendo...	El hombre y la mujer, felices, con los libros en las manos, saltan en el aire...
	Letrero:
	Division de Estudios Vocacionales Miami Dade Community College Campo Sur 11011 S.W. 104 Street Miami, Florida 33176 Telefono: 347-2497